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ABSTRACT

A survey instrument was developed to examine preservice teachers' understanding of classroom issues related to exceptional needs and cultural diversity. The instrument was administered to 832 preservice teachers at universities in Alabama, Michigan, Montana, New York, and Washington at 3 levels (beginning, middle, and end of program). Data are displayed in 18 tables showing responses by state and number of methods courses for exceptional needs, by state and methods courses for cultural diversity, and for all states by methods courses. Preservice teachers generally agreed that students with learning disabilities took more time to master skills, disagreed that it was easier to work with gifted students, agreed that special needs students should be evaluated differently than regular students, preferred to teach in a school setting similar to that in which they grew up, knew about ways to encourage parents from multicultural backgrounds to participate in the educational process, and felt comfortable with infusing multicultural material into their teaching. The paper concludes that preservice teachers indicate that they basically understand the issues. There was not much change in responses when looking at the beginning or end of programs; differences generally occurred in the middle portions of programs. The survey instrument is appended. (Contains 11 references.) (JDD)

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**Pre-Service Teacher Education Majors' Understanding of Issues
Related to Diversity and Exceptionality**

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The diversity of the United States population is considered to be one of its strengths (see, for example, Davidson & Davidson, 1994; Sleeter & Grant, 1994). The variety of cultures, races, interests, and opinions results in a mosaic rich in possibilities, especially for schools and teachers (Estrada, 1993). Teachers, however, often have not been prepared appropriately to address, or understand, or work with this diversity (Sleeter & Grant, 1994; Gopaul-McNicol, 1992; Harry, 1992).

As the nation becomes more culturally diverse, and more students who are considered "exceptional" are being educated in regular (rather than special) classrooms, teachers are faced daily with the realities of educating to diverse groups of young people (Myers & Myers, 1995; Sleeter & Grant, 1994; Saravia-Shore & Arvizu, 1992). Further, they have the additional responsibility of communicating clearly with parents who have backgrounds much different from that experienced by many teachers (Calabrese, 1990). Often, in addition to background differences, there may be language barriers to overcome also (Brownlee, 1989; Clayburgh, 1989; Cooper & Gonzales, 1993).

This is a considerable challenge, which is being recognized and addressed by teacher preparation institutions; but not without reticence or, in some instances, skepticism. Teacher educators and pre-service teacher education students alike are often resistant to exposure to information or experiences beyond that found in textbooks. Providing appropriate fieldbased experiences becomes problematic. The result is that teacher preparation institutions often struggle with levels of student involvement related to experiences with ethnically diverse and exceptional populations.

especially since accrediting agencies expect that sufficient knowledge and experiences are provided. The information presented here attempts to supply some answers about pre-service teachers' understanding of classroom issues related to exceptional needs and cultural diversity. The major purpose is to determine changes, if any, as the pre-service teachers progress through the sequence of their programs.

A thirty-one item survey instrument (see attached) was developed and distributed in Fall, 1994, to pre-service teacher education students at the universities represented by the authors. Twenty-nine of the items on the survey were in likert-scale form, and two items were open-ended. The survey contained sixteen items about exceptional needs (items 1-15 and 30) and fifteen items about cultural diversity (items 16-29 and 31). Of the five universities, four (the institutions from Alabama, Michigan, Montana, and Washington) were NCATE accredited; the institution from New York had regional accreditation. Pre-service teacher education students were surveyed at three levels, i.e., at the beginning of the program, in the middle of the program (before student teaching), and at the end of the program (during student teaching). The pre-service teachers were asked to either strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with the items on the survey. A total of 832 pre-service teachers submitted surveys.

The demographic profile of these pre-service teachers was as follows:

Alabama (N=152)

<u>Race/Ethnicity</u>	<u>Teaching Level</u>	<u>Methods Courses</u>
White/Non-Hispanic: 131	K-8: 55	0-1: 44
Hispanic-American: 0	7-12: 63	2-3: 10
African-American: 6	K-12: 34	4+: 43
Native-American: 3		Student Teaching: 66
Asian-American: 1		
No Indication: 11		

Michigan (N=163)

<u>Race/Ethnicity</u>	<u>Teaching Level</u>	<u>Methods Courses</u>
White/Non-Hispanic: 113	K-8: 77	0-1: 44
Hispanic-American: 4	7-12: 77	2-3: 10
African-American: 5	K-12: 9	4+: 43
Native-American: 2		Student Teaching: 66
Asian-American: 1		
No Indication: 38		

Montana (N=127)

<u>Race/Ethnicity</u>	<u>Teaching Level</u>	<u>Methods Courses</u>
White/Non-Hispanic: 119	K-8: 0	0-1: 127
Hispanic-American: 0	7-12: 105	2-3: 0
African-American: 0	K-12: 22	4+: 0
Native-American: 8		Student Teaching: 0
Asian-American: 0		
No Indication: 0		

New York (N=107)

<u>Race/Ethnicity</u>	<u>Teaching Level</u>	<u>Methods Courses</u>
White/Non-Hispanic: 74	K-8: 84	0-1: 30
Hispanic-American: 2	7-12: 4	2-3: 22
African-American: 1	K-12: 19	4+: 23
Native-American: 0		Student Teaching: 32
Asian-American: 0		
No Indication: 30		

Washington (N=283)

<u>Race/Ethnicity</u>	<u>Teaching Level</u>	<u>Methods Courses</u>
White/Non-Hispanic: 224	K-8: 146	0-1: 78
Hispanic-American: 10	7-12: 88	2-3: 77
African-American: 1	K-12: 49	4+: 42
Native-American: 3		Student Teaching: 86
Asian-American: 7		
No Indication: 38		

The totals for all five institutions were as follows:

<u>Race/Ethnicity</u>	<u>Teaching Level</u>	<u>Methods Courses</u>
White/Non-Hispanic: 661	K-8: 362	0-1: 291
Hispanic-American: 16	7-12: 337	2-3: 128
African-American: 13	K-12: 133	4+: 135
Native-American: 16		Student Teaching: 278
Asian-American: 9		
No Indication: 117		

Results

The data have been displayed in eighteen tables (see attached). Tables 1-5 show the responses by state and methods course for the exceptional needs dimension (items 1-15) on the survey. Tables 6-10 show the responses by state and methods course for the cultural diversity dimension

(items 16-29) on the survey. Tables 11-18 show the responses for all states by methods course. Numbers on the tables indicate the respondents that chose a particular option (SA, A, D, SD) for each item. Data for the Montana pre-service teachers are reported for none or one methods course as those are the only data available. No data are reported for the open-ended items because those data have not been analyzed.

Discussion

Typically, any survey shows a distribution of responses across response options. Responses to this survey are consistent with that statement, i.e., there is a distribution of responses across response options. Also, typically, responses have a tendency to cluster, and patterns emerge. This is no exception. Based on the clustering, patterns can be detected. The following explains those patterns separately for each dimension on the survey.

1. Exceptional Needs

The pre-service teachers in all institutions generally strongly agreed or agreed that learning disabled students (item 1) took more time to master skills. Responses to item two about working with gifted students were mixed. Most pre-service teachers disagreed that it was easier to work with gifted students. A large number, however, agreed with that statement. Pre-service teachers from all institutions strongly agreed or agreed that emotionally impaired students (item 3) required more attention. A large number from Washington, however, disagreed with that statement.

Responses to item four were mixed. The trend was to move from disagreeing or strongly disagreeing that emotionally impaired students should be included in the regular classroom for the entire day to agreeing or strongly agreeing by student teaching. There was still a large group, however, that disagreed or strongly disagreed. Although there was some agreement that gifted students (item 5) should be allowed to decide

what they would learn in school, most pre-service teachers disagreed or strongly disagreed with that statement. The responses to item six about understanding PL94-142 generally began as appearing uncertain or disagreeing to strongly agreeing or agreeing by the end of the programs. Responses to explaining the components of an IEP (item 7) generally moved from being balanced or disagreeing at the beginning of a program to agreeing or strongly agreeing at the end. Interestingly, the New York group moved from strongly agreeing or agreeing at the beginning to a balanced response in student teaching.

Pre-service teachers at all program levels at teach institution mainly agreed or strongly agreed that special needs students (item 8) should be evaluated differently than regular students. Pre-service teachers generally agreed that they knew (item 9) what an IEP was. To item ten related to developing an appropriate classroom management plan for special needs (EI, LD) students changed from disagreeing to strongly disagreeing at the beginning of the programs to agreeing or strongly agreeing at the end. Many pre-service teachers, however, indicated some uncertainty throughout their programs and at the end as well.

Responses to item eleven about dealing with outside influences affecting the implementation of PL94-142 were mixed. Most pre-service teachers showed movement toward strongly agreeing to agreeing, but there was still a large group that seemed uncertain. The Washington pre-service teachers were the only group that showed a change to strongly agree or agree.

Responses to item twelve dealing with the idea of having special needs students in the classroom centered around disagreeing to strongly disagreeing. Some Alabama student teachers, however, indicated uncertainty about the prospect. Responses to item thirteen related to teacher preparation programs providing sufficient experiences with special needs young people were mixed across institutions. Alabama, Michigan, and Washington

preservice teachers indicated a balanced distribution until student teaching, the New York student teachers indicated an uncertainty, and the Washington student teachers showed a large disagreement. Pre-service teachers in all institutions indicated agreement or strong agreement to adapting materials (item 14) and creating instructional plans (item 15) to meet the needs of special needs students. The New York preservice teachers, however, indicated some uncertainty in the middle portion of their programs.

2. Cultural Diversity

Responses to the cultural diversity dimension of the survey indicated that the institutions were being successful in helping preservice teachers understand diversity issues. Pre-service teachers were generally consistent in the way they responded.

Responses to item sixteen about understanding how a family's culture may influence attitudes about school, item seventeen about encouraging parents from multicultural backgrounds to participate in the educational process, and item eighteen about feeling comfortable teaching in a setting that was culturally different than their own showed strong agreement or agreement by all the pre-service teachers. Responses to item nineteen about institutions providing sufficient experiences working with culturally and ethnically diverse populations showed a balanced response across options for all institutions until student teaching when there was strong agreement or agreement. The New York pre-service teachers, however, showed a balanced response at all levels of the program. The pre-service teachers at all institutions agreed or strongly agreed that they could detect gender and race biases (item 20) in educational materials.

Responses varied to whether the American society (item 21) could be best described as a melting pot. The Alabama pre-service teachers agreed or

strongly agreed throughout their program. The Michigan pre-service teachers disagreed or strongly disagreed at the beginning of their programs and changed to strong agreement or agreement at the end, but with a large group that still disagreed or strongly disagreed. The New York and Washington pre-service teachers showed a balanced response throughout their programs.

The pre-service teachers at all institutions strongly agreed or agreed throughout their programs to a) item twenty-two about infusing multicultural or cross-cultural material into their teaching, to b) item twenty-three about designing instructional approaches to meet the needs of students from ethnically diverse backgrounds, to c) item twenty-four about explaining words such as racism, sexism, ethnicity, multicultural, multilingual, and to d) item twenty-five about understanding a teachers role in society concerning diversity and diversity issues.

Responses to item twenty-six about teaching in an area where English was not the primary language were mixed. The Alabama pre-service teachers showed disagreement or strong disagreement at the beginning, as did the Michigan pre-service teachers. At the end of their programs, however, the Alabama pre-service teachers indicated strong agreement or agreement while the Michigan preservice teachers were balanced across response options. The New York pre-service teachers showed a balanced response throughout their program. The Washington pre-service teachers showed a balanced response until student teaching where most strongly agreed or agreed. There was still large group, though who disagreed or strongly disagreed.

Pre-service teachers at all institutions showed strong agreement or agreement to a) item twenty-seven about preferring to teach in a school setting similar to that in which they grew up, to b) item twenty-eight which said that the cultural diversity of the United States is one of its strengths, and to c) item twenty-nine about their ability to teach from a multicultural

perspective.

Conclusion

The authors set out to provide some answers about whether pre-service teachers understand classroom issues related to exceptional needs and cultural diversity. The pre-service teachers at the institutions represented seem to indicate that they basically understand the issues. Also, there is not much change in responses when looking at the beginning or end of programs. Any differences in responses generally occur in the middle portions of programs.

A reminder is that this information comes from five institutions. The institutions do represent five regions of the country, but the pre-service teachers at these institutions may not necessarily be representative of all pre-service teachers in either their states or regions. Also, the surveys have been completed by pre-service teachers who are predominantly (79.45%) white/non-Hispanic.

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Table 1. Survey Responses for Exceptional Needs—Alabama Preservice Teachers

Survey Items	0-1 (n=12)				2-3 (n=19)				4+ (n=47)				Student Teaching (n=94)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill.	5	7	-	-	10	8	1	-	11	13	3	-	61	31	4	-
2. Students who are gifted tend to be easier to work with than students who are not gifted.	1	2	9	-	4	5	9	1	3	8	14	2	14	33	35	9
3. Students with emotional impairments (EI) required more attention and support from the teacher than non-emotionally impaired students.	4	8	-	-	8	10	-	-	7	14	1	-	36	51	6	-
4. Students with EI should be included in regular classrooms for the full day.	1	1	8	2	1	5	10	2	1	13	13	1	10	34	41	6
5. Students who are gifted should be allowed to decide what they will learn in school.	-	2	9	2	1	5	7	4	2	5	17	4	8	20	46	14
6. I think I understand PL94-142.	2	4	4	2	4	9	3	2	8	13	6	-	43	45	3	3
7. I can explain the components of an Individualized Educational Plan (IEP).	2	4	5	1	3	8	5	2	6	14	6	6	28	60	2	2
8. I believe special needs (EI, LD) students should be evaluated differently than regular students.	2	9	1	-	4	10	3	-	6	19	2	-	27	54	8	2
9. I know what an IEP is.	3	3	3	2	6	9	3	1	9	15	-	-	43	47	1	2
10. I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students.	-	3	7	2	4	8	6	-	4	14	7	1	23	54	11	4
11. I believe that I could deal with outside influences that affect the implementation of PL94-142.	-	5	5	2	2	10	4	2	3	17	5	-	23	55	9	3
12. I am not comfortable with the idea of having special needs (EI, LD) students in my classroom.	1	2	8	1	3	3	10	2	3	8	14	2	12	27	39	12
13. I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs.	1	5	5	1	3	5	8	2	3	17	6	1	38	35	12	3
14. I can adopt commercial materials to meet the needs of special students.	-	8	4	-	3	11	3	-	5	21	1	-	35	44	7	1
15. I can create instructional plans which meet the developmental and individual needs of special students.	-	8	4	-	4	9	5	-	4	20	2	-	36	42	5	1

Table 2. Survey Responses for Exceptional Needs—Michigan Preservice Teachers

Survey Items	0-1 (n=44)				2-3 (n=10)				4+ (n=43)				Student Teaching (n=66)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill.	14	27	3	-	4	4	2	-	20	20	3	-	20	32	16	2
2. Students who are gifted tend to be easier to work with than students who are not gifted.	2	8	30	3	-	1	6	3	1	15	25	1	-	14	41	10
3. Students with emotional impairments (EI) required more attention and support from the teacher than non-emotionally impaired students.	9	27	7	-	2	7	1	-	14	22	7	-	9	42	11	2
4. Students with EI should be included in regular classrooms for the full day.	5	16	17	3	-	4	6	-	-	9	27	6	11	24	24	-
5. Students who are gifted should be allowed to decide what they will learn in school.	-	3	30	9	-	2	5	3	1	6	30	6	1	12	44	12
6. I think I understand PL94-142.	-	10	19	10	1	1	4	4	3	12	12	16	17	31	9	7
7. I can explain the components of an Individualized Educational Plan (IEP).	-	12	21	8	1	2	6	-	3	14	22	4	12	35	12	3
8. I believe special needs (EI, LD) students should be evaluated differently than regular students.	3	28	10	-	-	8	1	1	6	28	7	-	10	41	14	-
9. I know what an IEP is.	4	12	22	3	1	6	2	-	5	19	17	2	25	31	7	2
10. I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students.	3	20	19	1	1	4	4	1	2	16	23	2	12	35	9	4
11. I believe that I could deal with outside influences that affect the implementation of PL94-142.	1	17	17	4	1	3	4	1	-	14	18	5	7	36	15	2
12. I am not comfortable with the idea of having special needs (EI, LD) students in my classroom.	1	2	24	15	1	1	7	1	2	6	27	7	5	7	31	22
13. I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs.	8	11	17	2	1	5	3	1	4	14	20	4	23	28	10	1
14. I can adopt commercial materials to meet the needs of special students.	5	25	8	-	1	5	4	-	3	28	10	1	18	42	3	-
15. I can create instructional plans which meet the developmental and individual needs of special students.	5	24	9	-	1	5	3	-	3	31	7	1	21	38	4	-

Table 3. Survey Responses for Exceptional Needs—Montana Preservice Teachers

Survey Items	0-1 (n=127)			
	SA	A	D	SD
1. Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill.	69	58	-	-
2. Students who are gifted tend to be easier to work with than students who are not gifted.	48	30	8	41
3. Students with emotional impairments (EI) required more attention and support from the teacher than non-emotionally impaired students.	71	56	-	-
4. Students with EI should be included in regular classrooms for the full day.	6	14	43	64
5. Students who are gifted should be allowed to decide what they will learn in school.	30	41	30	26
6. I think I understand PL94-142.	101	9	7	10
7. I can explain the components of an Individualized Educational Plan (IEP).	8	14	45	60
8. I believe special needs (EI, LD) students should be evaluated differently than regular students.	101	9	3	7
9. I know what an IEP is.	111	2	5	9
10. I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students.	-	35	42	50
11. I believe that I could deal with outside influences that affect the implementation of PL94-142.	-	93	20	14
12. I am not comfortable with the idea of having special needs (EI, LD) students in my classroom.	18	21	46	47
13. I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs.	-	27	40	60
14. I can adopt commercial materials to meet the needs of special students.	-	16	32	79
15. I can create instructional plans which meet the developmental and individual needs of special students.	-	15	83	29

Table 4. Survey Responses for Exceptional Needs—New York Preservice Teachers

Survey Items	0-1 (n=30)				2-3 (n=22)				4+ (n=23)				Student Teaching (n=32)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill.	5	20	5	-	4	14	3	-	3	14	5	-	16	23	2	-
2. Students who are gifted tend to be easier to work with than students who are not gifted.	-	10	18	2	-	2	16	4	1	6	13	3	-	5	23	3
3. Students with emotional impairments (EI) required more attention and support from the teacher than non-emotionally impaired students.	6	20	4	-	6	15	-	-	4	10	8	1	4	20	6	1
4. Students with EI should be included in regular classrooms for the full day.	3	14	12	1	1	11	8	1	1	10	11	-	3	17	7	1
5. Students who are gifted should be allowed to decide what they will learn in school.	-	7	18	5	-	9	11	4	1	5	12	4	2	5	19	4
6. I think I understand PL94-142.	6	15	3	5	6	10	3	3	5	13	3	3	13	14	5	-
7. I can explain the components of an Individualized Educational Plan (IEP).	3	18	5	4	5	11	6	1	2	10	8	4	8	10	14	-
8. I believe special needs (EI, LD) students should be evaluated differently than regular students.	6	12	12	-	3	13	6	-	3	15	3	1	5	23	3	-
9. I know what an IEP is.	8	14	5	3	5	11	2	2	2	14	3	2	15	13	3	1
10. I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students.	-	14	13	3	3	12	6	-	3	4	13	3	5	15	11	1
11. I believe that I could deal with outside influences that affect the implementation of PL94-142.	-	17	18	3	1	13	4	4	1	7	10	2	5	16	10	-
12. I am not comfortable with the idea of having special needs (EI, LD) students in my classroom.	1	1	16	12	1	1	8	11	2	8	9	4	1	4	16	11
13. I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs.	1	4	19	6	5	5	11	1	1	4	7	11	5	13	7	5
14. I can adopt commercial materials to meet the needs of special students.	3	13	7	1	4	14	3	-	1	11	9	1	3	21	8	-
15. I can create instructional plans which meet the developmental and individual needs of special students.	3	17	8	1	7	11	4	-	-	13	9	1	6	19	5	-

Table 5. Survey Responses for Exceptional Needs—Washington Preservice Teachers

Survey Items	0-1 (n=78)				2-3 (n=77)				4+ (n=42)				Student Teaching (n=86)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill.	10	48	18	2	18	47	10	1	5	28	6	2	21	39	19	1
2. Students who are gifted tend to be easier to work with than students who are not gifted.	-	13	53	12	3	17	48	7	-	6	32	4	6	20	53	8
3. Students with emotional impairments (EI) required more attention and support from the teacher than non-emotionally impaired students.	9	49	18	1	10	54	18	-	3	33	4	-	13	40	31	-
4. Students with EI should be included in regular classrooms for the full day.	6	37	30	-	8	39	21	-	5	23	13	-	4	43	21	1
5. Students who are gifted should be allowed to decide what they will learn in school.	1	17	46	15	1	7	45	19	1	1	32	4	2	14	57	11
6. I think I understand PL94-142.	23	17	13	19	27	35	12	1	16	23	3	-	42	39	3	1
7. I can explain the components of an Individualized Educational Plan (IEP).	12	25	23	15	20	41	13	1	15	18	7	1	24	50	9	-
8. I believe special needs (EI, LD) students should be evaluated differently than regular students.	6	47	20	3	10	40	20	2	6	27	6	-	14	54	13	1
9. I know what an IEP is.	22	30	18	11	35	30	6	1	18	19	1	-	46	36	1	-
10. I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students.	2	24	42	9	6	37	27	5	8	18	12	1	17	49	18	-
11. I believe that I could deal with outside influences that affect the implementation of PL94-142.	3	34	21	9	12	39	18	2	7	28	5	-	9	58	13	-
12. I am not comfortable with the idea of having special needs (EI, LD) students in my classroom.	1	10	43	20	1	13	44	18	1	5	20	16	2	15	44	24
13. I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs.	3	24	34	11	5	24	36	9	6	14	16	5	11	44	24	6
14. I can adopt commercial materials to meet the needs of special students.	6	49	18	1	10	49	12	1	7	29	4	2	16	62	4	2
15. I can create instructional plans which meet the developmental and individual needs of special students.	12	50	14	-	11	45	17	2	9	25	7	-	16	57	10	1

Table 6. Survey Responses for Cultural Diversity—Alabama Preservice Teachers

Survey Items	0-1 (n=12)				2-3 (n=19)				4+ (n=47)				Student Teaching (n=94)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
16. I can describe how a family's culture may influence a multicultural student's attitudes about school.	4	6	2	-	7	10	1	-	6	21	-	-	35	52	2	-
17. I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process.	1	8	3	-	6	9	2	1	4	22	1	-	36	48	3	-
18. I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine.	2	8	1	1	4	10	3	1	5	18	4	-	25	58	5	-
19. I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations.	1	3	7	1	2	10	4	1	3	16	8	-	25	53	7	1
20. I can detect biases (both gender and race) in educational materials.	1	4	6	1	5	12	1	-	6	19	1	-	26	54	8	-
21. I believe that the most appropriate way to describe the American society is as a melting pot.	3	9	-	-	5	7	5	1	5	17	4	1	29	44	12	1
22. I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching.	1	4	7	-	4	11	3	-	5	22	1	-	32	52	4	1
23. I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds.	1	6	5	-	2	14	2	-	5	21	1	-	28	58	2	-
24. I can explain words such as racism, sexism, ethnicity, multicultural, multilingual.	3	8	1	-	9	9	-	-	8	19	-	-	37	50	1	-
25. I believe that I understand a teacher's role in our society concerning diversity and diversity issues.	1	8	3	-	7	11	-	-	4	21	2	-	35	51	1	-
26. I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home.	-	1	7	4	4	7	5	2	3	11	10	2	18	37	23	8
27. I would prefer teaching in K-12 schools similar to those in which I grew up.	6	4	2	-	7	8	2	1	6	20	1	-	29	46	11	-
28. The cultural diversity of the United States is one of its strengths.	2	5	3	2	8	5	3	2	4	18	4	-	19	58	6	3
29. I can teach from a multicultural perspective.	1	7	4	-	5	11	2	-	6	20	-	-	26	58	3	-

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Table 7. Survey Responses for Cultural Diversity—Michigan Preservice Teachers

Survey Items	0-1 (n=44)				2-3 (n=10)				4+ (n=43)				Student Teaching (n=66)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
16. I can describe how a family's culture may influence a multicultural student's attitudes about school.	9	25	3	-	2	6	2	-	7	35	1	-	16	38	9	-
17. I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process.	6	28	5	-	3	6	1	-	4	37	2	-	14	43	7	-
18. I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine.	7	28	3	-	3	7	-	-	6	27	9	-	22	36	3	1
19. I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations.	4	15	16	1	3	2	4	-	1	29	9	3	17	32	14	-
20. I can detect biases (both gender and race) in educational materials.	9	25	3	1	4	6	-	-	6	31	6	-	13	45	5	-
21. I believe that the most appropriate way to describe the American society is as a melting pot.	3	17	16	1	1	2	5	1	3	11	24	5	6	28	17	9
22. I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching.	6	27	4	-	2	7	1	-	-	37	5	1	19	37	7	-
23. I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds.	8	22	7	-	3	6	1	-	-	41	1	1	16	42	5	-
24. I can explain words such as racism, sexism, ethnicity, multicultural, multilingual.	11	24	3	-	3	6	-	-	4	39	-	-	21	42	1	-
25. I believe that I understand a teacher's role in our society concerning diversity and diversity issues.	8	28	2	-	4	6	-	-	2	36	4	1	19	41	3	-
26. I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home.	2	13	22	3	1	2	7	-	-	14	24	5	8	22	29	-
27. I would prefer teaching in K-12 schools similar to those in which I grew up.	7	18	11	2	1	5	3	-	6	23	12	1	4	27	27	4
28. The cultural diversity of the United States is one of its strengths.	8	23	4	1	3	4	2	1	9	24	6	1	17	38	8	-
29. I can teach from a multicultural perspective.	5	24	8	-	1	7	2	-	4	33	3	1	18	38	6	1

Table 8. Survey Responses for Cultural Diversity—Montana Preservice Teachers

Survey Items	U-1 (n = 127)			
	SA	A	D	SD
16. I can describe how a family's culture may influence a multicultural student's attitudes about school.	-	60	32	35
17. I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process.	-	52	31	44
18. I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine.	-	60	43	24
19. I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations.	-	-	61	67
20. I can detect biases (both gender and race) in educational materials.	43	39	45	-
21. I believe that the most appropriate way to describe the American society is as a melting pot.	-	51	32	44
22. I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching.	-	62	41	24
23. I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds.	-	6	70	51
24. I can explain words such as racism, sexism, ethnicity, multicultural, multilingual.	-	71	40	16
25. I believe that I understand a teacher's role in our society concerning diversity and diversity issues.	-	41	46	40
26. I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home.	8	7	2	110
27. I would prefer teaching in K-12 schools similar to those in which I grew up.	114	6	3	4
28. The cultural diversity of the United States is one of its strengths.	80	21	19	7
29. I can teach from a multicultural perspective.	9	14	61	43

Table 9. Survey Responses for Cultural Diversity—New York Preservice Teachers

Survey Items	0-1 (n=30)				2-3 (n=22)				4+ (n=23)				Student Teaching (n=32)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
16. I can describe how a family's culture may influence a multicultural student's attitudes about school.	8	21	1	-	4	18	-	-	2	18	2	1	13	19	-	-
17. I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process.	8	21	1	-	4	15	3	-	2	18	2	1	10	21	-	-
18. I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine.	9	16	5	-	4	15	3	-	5	16	2	-	12	19	1	-
19. I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations.	4	11	13	2	-	17	8	1	1	9	8	4	6	9	15	1
20. I can detect biases (both gender and race) in educational materials.	4	18	7	-	4	17	1	-	6	14	2	-	9	22	1	-
21. I believe that the most appropriate way to describe the American society is as a melting pot.	2	9	16	2	-	8	9	4	5	8	7	1	2	14	13	2
22. I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching.	4	20	4	1	4	14	3	-	5	13	5	-	10	17	4	-
23. I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds.	2	21	5	1	3	15	4	-	4	14	5	-	10	20	2	-
24. I can explain words such as racism, sexism, ethnicity, multicultural, multilingual.	10	18	2	-	3	18	1	-	5	18	-	-	15	13	3	-
25. I believe that I understand a teacher's role in our society concerning diversity and diversity issues.	5	21	2	1	4	18	-	-	4	16	3	-	10	21	1	-
26. I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home.	4	7	15	5	4	8	8	2	2	5	12	4	4	13	14	-
27. I would prefer teaching in K-12 schools similar to those in which I grew up.	11	12	4	1	-	15	6	-	5	10	8	-	3	16	10	1
28. The cultural diversity of the United States is one of its strengths.	4	21	4	-	7	12	3	-	3	15	4	-	13	15	3	-
29. I can teach from a multicultural perspective.	4	22	3	1	5	14	3	-	5	16	2	-	13	16	3	-

Table 10. Survey Responses for Cultural Diversity—Washington Preservice Teachers

Survey Items	0-1 (n=78)				2-3 (n=77)				4+ (n=42)				Student Teaching (n=86)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
16. I can describe how a family's culture may influence a multicultural student's attitudes about school.	12	50	14	-	15	53	8	-	11	27	4	-	25	59	2	-
17. I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process.	7	49	22	1	12	53	10	-	6	31	3	-	19	60	7	-
18. I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine.	20	46	12	-	25	45	5	-	13	26	1	-	35	46	2	1
19. I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations.	4	31	36	2	12	31	24	8	4	21	13	3	15	45	15	3
20. I can detect biases (both gender and race) in educational materials.	12	48	14	-	16	46	14	1	13	27	2	-	30	50	6	-
21. I believe that the most appropriate way to describe the American society is as a melting pot.	5	30	30	11	11	20	32	10	1	13	17	9	20	24	26	13
22. I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching.	6	45	22	2	15	49	10	-	8	28	5	-	29	52	1	-
23. I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds.	6	48	19	3	11	48	16	-	8	28	6	-	18	60	4	-
24. I can explain words such as racism, sexism, ethnicity, multicultural, multilingual.	18	52	7	1	26	49	1	-	15	27	-	-	41	42	1	-
25. I believe that I understand a teacher's role in our society concerning diversity and diversity issues.	9	59	9	1	19	47	8	-	10	28	3	-	33	48	2	-
26. I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home.	12	26	27	7	13	31	24	5	4	14	21	1	16	33	33	3
27. I would prefer teaching in K-12 schools similar to those in which I grew up.	6	47	23	2	10	32	29	1	7	17	11	4	11	33	32	5
28. The cultural diversity of the United States is one of its strengths.	21	41	14	1	22	39	13	-	16	19	3	1	24	57	4	-
29. I can teach from a multicultural perspective.	10	56	10	-	14	55	6	-	11	28	2	-	23	57	1	-

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Table 11. Survey Responses for Exceptional Needs for All States—None or One Methods Course

Survey Items	Alabama (n=12)				Michigan (n=44)				Montana (n=127)				New York (n=30)				Washington (n=78)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill.	5	7	-	-	14	27	3	-	69	58	-	-	5	20	5	-	10	48	18	2
2. Students who are gifted tend to be easier to work with than students who are not gifted.	1	2	9	-	2	8	30	3	48	30	8	41	-	10	18	2	-	13	53	12
3. Students with emotional impairments (EI) required more attention and support from the teacher than non-emotionally impaired students.	4	8	-	-	9	27	7	-	71	56	-	-	6	20	4	-	9	49	18	1
4. Students with EI should be included in regular classrooms for the full day.	1	1	8	2	5	16	17	3	6	14	43	64	3	14	12	-	6	37	30	-
5. Students who are gifted should be allowed to decide what they will learn in school.	-	2	9	2	-	3	30	9	30	41	30	26	-	7	18	5	1	17	46	15
6. I think I understand PL94-142.	2	4	4	2	-	10	19	10	101	9	7	10	6	15	3	5	23	17	13	19
7. I can explain the components of an Individualized Educational Plan (IEP).	2	4	5	1	-	12	21	8	8	14	45	60	3	18	5	4	12	25	23	15
8. I believe special needs (EI, LD) students should be evaluated differently than regular students.	2	9	1	-	3	28	10	-	101	9	3	7	6	12	12	-	6	47	20	3
9. I know what an IEP is.	3	3	3	2	4	12	22	3	111	2	5	9	8	14	5	3	23	30	18	11
10. I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students.	-	3	7	2	3	20	19	1	-	35	42	50	-	14	13	3	2	24	42	9
11. I believe that I could deal with outside influences that affect the implementation of PL94-142.	-	5	5	2	1	17	17	4	-	93	20	14	-	17	18	3	3	34	21	9
12. I am not comfortable with the idea of having special needs (EI, LD) students in my classroom.	1	2	8	1	1	2	24	15	18	21	46	42	1	1	16	12	1	10	43	20
13. I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs.	1	5	5	1	8	11	17	2	-	27	40	60	1	4	19	6	3	24	34	11
14. I can adopt commercial materials to meet the needs of special students.	-	8	4	-	5	25	8	-	-	16	32	79	3	13	7	1	6	49	18	1
15. I can create instructional plans which meet the developmental and individual needs of special students.	-	8	4	-	5	24	9	-	-	15	83	29	3	17	8	1	12	50	14	-

Table 12. Survey Responses for Exceptional Needs for All States—Two or Three Methods Courses

Survey Items	Alabama (n = 19)				Michigan (n = 10)				New York (n = 22)				Washington (n = 77)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill.	10	18	1	-	4	4	2	-	4	14	3	-	18	47	10	1
2. Students who are gifted tend to be easier to work with than students who are not gifted.	4	5	9	1	-	1	6	3	-	2	16	4	3	17	48	7
3. Students with emotional impairments (EI) required more attention and support from the teacher than non-emotionally impaired students.	8	10	-	-	2	7	1	-	6	15	-	-	10	54	18	1
4. Students with EI should be included in regular classrooms for the full day.	1	5	10	2	-	4	6	-	1	11	8	1	8	39	21	-
5. Students who are gifted should be allowed to decide what they will learn in school.	1	5	7	4	-	2	5	3	-	9	11	4	1	7	45	19
6. I think I understand PL94-142.	4	9	3	2	1	1	4	4	10	3	3	5	27	35	12	1
7. I can explain the components of an Individualized Educational Plan (IEP).	3	8	5	2	1	2	6	-	11	6	1	2	20	41	13	1
8. I believe special needs (EI, LD) students should be evaluated differently than regular students.	4	10	3	-	-	8	1	1	13	6	-	-	10	40	20	2
9. I know what an IEP is.	6	9	3	1	1	6	2	-	5	11	2	2	35	30	6	1
10. I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students.	4	8	6	-	1	4	4	1	3	12	6	-	6	37	27	5
11. I believe that I could deal with outside influences that affect the implementation of PL94-142.	2	10	4	2	1	3	4	1	1	13	4	4	12	39	18	2
12. I am not comfortable with the idea of having special needs (EI, LD) students in my classroom.	3	3	10	2	1	1	7	1	1	1	8	11	1	13	44	18
13. I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs.	3	5	8	2	1	5	3	1	5	11	1	1	5	24	36	9
14. I can adopt commercial materials to meet the needs of special students.	3	11	3	-	1	5	4	-	14	3	-	-	10	49	12	1
15. I can create instructional plans which meet the developmental and individual needs of special students.	4	9	5	-	1	5	3	-	11	4	-	-	11	45	17	2

Table 13. Survey Responses for Exceptional Needs for All States—Four or More Methods Courses

Survey Items	Alabama (n=47)				Michigan (n=43)				New York (n=23)				Washington (n=42)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill.	11	3	3	-	20	20	3	-	3	14	5	-	5	28	6	2
2. Students who are gifted tend to be easier to work with than students who are not gifted.	3	8	14	2	1	15	25	1	1	6	13	3	-	6	32	4
3. Students with emotional impairments (EI) required more attention and support from the teacher than non-emotionally impaired students.	7	14	1	-	14	22	7	-	4	10	8	1	3	33	4	-
4. Students with EI should be included in regular classrooms for the full day.	1	13	13	1	-	9	27	6	1	10	11	-	5	23	13	-
5. Students who are gifted should be allowed to decide what they will learn in school.	2	5	17	4	1	6	30	6	1	5	12	4	1	1	32	4
6. I think I understand PL94-142.	8	13	6	-	3	12	12	16	5	13	3	3	16	23	3	-
7. I can explain the components of an Individualized Educational Plan (IEP).	6	14	6	1	3	14	22	4	2	10	8	4	15	18	7	1
8. I believe special needs (EI, LD) students should be evaluated differently than regular students.	6	19	2	-	6	28	7	-	3	15	3	1	6	27	6	-
9. I know what an IEP is.	9	15	-	-	5	19	17	2	2	14	3	2	18	19	1	-
10. I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students.	4	14	7	1	2	16	23	2	3	4	13	5	8	18	12	1
11. I believe that I could deal with outside influences that affect the implementation of PL94-142.	3	17	5	-	-	14	18	5	1	7	10	2	7	28	5	-
12. I am not comfortable with the idea of having special needs (EI, LD) students in my classroom.	3	8	14	2	2	6	27	7	2	8	9	4	1	5	20	16
13. I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs.	3	17	6	1	4	14	20	4	1	4	7	11	6	14	16	5
14. I can adopt commercial materials to meet the needs of special students.	5	21	1	-	3	28	10	1	1	11	9	1	7	29	4	2
15. I can create instructional plans which meet the developmental and individual needs of special students.	4	20	2	-	3	31	7	1	-	13	9	1	*9	25	7	-

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Table 14. Survey Responses for Exceptional Needs for All States—Student Teaching

Survey Items	Alabama (n = 94)				Michigan (n = 66)				New York (n = 32)				Washington (n = 86)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill.	61	31	4	-	20	32	16	2	16	23	2	-	21	39	19	1
2. Students who are gifted tend to be easier to work with than students who are not gifted.	14	33	35	9	-	14	41	10	-	5	23	3	6	20	53	8
3. Students with emotional impairments (EI) required more attention and support from the teacher than non-emotionally impaired students.	36	51	6	-	9	42	11	2	4	20	6	1	13	40	31	-
4. Students with EI should be included in regular classrooms for the full day.	10	34	41	6	11	24	24	-	3	17	7	1	4	43	21	1
5. Students who are gifted should be allowed to decide what they will learn in school.	8	20	46	14	1	12	44	12	2	5	19	4	2	14	57	11
6. I think I understand PL94-142.	43	45	3	3	17	31	9	7	13	14	5	-	42	39	3	1
7. I can explain the components of an Individualized Educational Plan (IEP).	28	60	2	2	12	35	12	3	8	10	14	-	24	50	9	-
8. I believe special needs (EI, LD) students should be evaluated differently than regular students.	27	54	8	1	10	41	14	-	5	23	3	-	14	54	13	1
9. I know what an IEP is.	43	47	1	2	25	31	7	2	15	13	3	1	46	36	1	-
10. I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students.	23	54	11	4	12	35	9	4	5	15	11	1	17	49	18	-
11. I believe that I could deal with outside influences that affect the implementation of PL94-142.	23	55	9	3	7	36	15	2	5	16	10	-	9	58	13	-
12. I am not comfortable with the idea of having special needs (EI, LD) students in my classroom.	12	27	39	12	5	7	31	22	1	4	16	11	2	15	44	24
13. I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs.	38	35	12	3	23	28	10	1	5	13	7	5	11	44	24	6
14. I can adopt commercial materials to meet the needs of special students.	35	44	7	1	18	42	3	-	3	21	8	-	16	62	4	2
15. I can create instructional plans which meet the developmental and individual needs of special students.	36	42	5	1	21	38	4	-	6	19	5	-	16	57	10	1

Table 15. Survey Responses for Cultural Diversity for All States—None or One Methods Course

Survey Items	Alabama (n=12)				Michigan (n=10)				Montana (n=127)				New York (n=30)				Washington (n=78)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
16. I can describe how a family's culture may influence a multicultural student's attitudes about school.	4	6	2	-	9	25	3	-	-	60	32	35	8	21	1	-	12	50	14	-
17. I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process.	1	8	3	-	6	28	5	-	-	52	31	44	8	21	1	-	7	49	22	1
18. I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine.	2	8	1	-	7	28	3	-	-	60	43	24	9	16	5	-	20	46	12	-
19. I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations.	1	3	7	1	4	15	16	1	-	-	61	67	4	11	13	2	4	31	36	2
20. I can detect biases (both gender and race) in educational materials.	1	4	6	1	9	25	3	1	43	39	45	-	4	18	7	-	12	48	14	-
21. I believe that the most appropriate way to describe the American society is as a melting pot.	3	9	-	-	3	17	16	1	-	51	32	44	2	9	16	2	5	30	30	11
22. I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching.	1	4	7	-	6	27	4	-	-	61	41	24	4	20	4	1	6	42	22	2
23. I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds.	1	6	5	-	8	22	7	-	-	6	70	51	2	21	5	1	6	48	19	3
24. I can explain words such as racism, sexism, ethnicity, multicultural, multilingual.	3	8	1	-	11	24	3	-	-	71	40	16	10	18	2	-	18	52	7	1
25. I believe that I understand a teacher's role in our society concerning diversity and diversity issues.	1	8	3	-	8	28	2	-	-	41	46	40	5	21	2	1	9	59	9	1
26. I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home.	-	1	7	4	2	13	22	3	8	7	2	110	4	7	15	5	12	26	27	7
27. I would prefer teaching in K-12 schools similar to those in which I grew up.	6	4	2	-	7	18	11	2	114	6	3	4	11	12	4	1	6	47	23	2
28. The cultural diversity of the United States is one of its strengths.	2	5	3	2	8	23	4	1	80	21	19	7	4	21	4	-	21	41	14	1
29. I can teach from a multicultural perspective.	1	7	4	-	5	24	8	-	9	14	61	43	4	22	3	1	10	56	10	-

Table 16. Survey Responses for Cultural Diversity for All States—Two or Three Methods Courses

Survey Items	Alabama (n=19)				Michigan (n=10)				New York (n=22)				Washington (n=77)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
16. I can describe how a family's culture may influence a multicultural student's attitudes about school.	-	7	10	1	2	6	2	-	4	18	-	-	15	53	8	-
17. I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process.	6	9	2	1	3	6	1	-	4	15	3	-	12	53	10	-
18. I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine.	4	10	3	1	3	7	-	-	4	15	3	-	25	45	5	-
19. I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations.	2	10	4	1	3	2	4	-	-	17	8	1	12	31	24	8
20. I can detect biases (both gender and race) in educational materials.	5	12	1	-	4	6	-	-	4	17	1	-	16	46	14	1
21. I believe that the most appropriate way to describe the American society is as a melting pot.	5	7	5	1	1	2	5	1	-	8	9	4	11	20	32	10
22. I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching.	4	11	3	-	2	7	1	-	4	14	3	-	15	49	10	-
23. I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds.	2	14	2	-	3	6	1	-	3	15	4	-	11	48	16	-
24. I can explain words such as racism, sexism, ethnicity, multicultural, multilingual.	9	9	-	-	3	6	-	-	3	18	1	-	26	49	1	-
25. I believe that I understand a teacher's role in our society concerning diversity and diversity issues.	7	11	-	-	4	6	-	-	4	18	-	-	19	47	8	-
26. I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home.	4	7	5	2	1	2	7	-	4	8	8	2	13	31	24	5
27. I would prefer teaching in K-12 schools similar to those in which I grew up.	7	8	2	1	1	5	3	-	-	15	6	-	10	32	29	1
28. The cultural diversity of the United States is one of its strengths.	8	5	3	2	3	4	2	1	7	12	3	-	22	39	13	-
29. I can teach from a multicultural perspective.	5	11	2	-	1	7	2	-	5	14	3	-	14	55	6	-

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Table 17. Survey Responses for Cultural Diversity for All States—Four or More Methods Courses

Survey Items	Alabama (n=47)				Michigan (n=43)				New York (n=23)				Washington (n=42)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
16. I can describe how a family's culture may influence a multicultural student's attitudes about school.	6	21	-	-	7	35	1	-	2	18	2	1	11	27	4	-
17. I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process.	4	22	1	-	4	37	2	-	2	18	2	1	6	31	3	-
18. I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine.	5	18	4	-	6	27	9	-	5	16	2	-	13	26	1	-
19. I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations.	3	16	8	-	1	29	9	3	1	9	8	4	4	21	13	3
20. I can detect biases (both gender and race) in educational materials.	6	19	1	-	6	31	6	-	6	14	2	-	13	27	2	-
21. I believe that the most appropriate way to describe the American society is as a melting pot.	5	17	4	-	3	11	24	5	5	8	7	1	1	13	17	9
22. I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching.	5	22	1	-	-	37	5	1	5	13	5	-	8	28	5	-
23. I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds.	5	21	1	-	-	41	1	1	4	14	5	-	8	28	6	-
24. I can explain words such as racism, sexism, ethnicity, multicultural, multilingual.	8	19	-	-	4	39	-	-	5	18	-	-	15	27	-	-
25. I believe that I understand a teacher's role in our society concerning diversity and diversity issues.	4	21	2	-	2	36	4	1	4	16	3	-	10	28	3	-
26. I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home.	3	11	10	2	-	14	24	5	2	5	12	4	4	14	21	1
27. I would prefer teaching in K-12 schools similar to those in which I grew up.	6	20	1	-	6	23	12	1	5	10	8	-	7	17	11	4
28. The cultural diversity of the United States is one of its strengths.	4	18	4	-	9	24	6	1	3	15	4	-	16	19	3	1
29. I can teach from a multicultural perspective.	6	20	-	-	4	33	3	1	5	16	2	-	11	28	2	-

Table 18. Survey Responses for Cultural Diversity for All States—Student Teaching

Survey Items	Alabama (n = 94)				Michigan (n = 66)				New York (n = 32)				Washington (n = 86)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
16. I can describe how a family's culture may influence a multicultural student's attitudes about school.	35	25	2	-	16	38	9	-	31	91	-	-	25	59	2	-
17. I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process.	36	48	3	-	14	43	7	-	10	21	-	-	19	60	7	-
18. I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine.	25	58	5	-	22	36	3	1	12	19	1	-	35	46	2	1
19. I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations.	25	53	7	1	17	32	14	-	6	9	15	1	15	45	15	3
20. I can detect biases (both gender and race) in educational materials.	26	54	8	-	13	45	5	-	9	22	1	-	30	50	6	-
21. I believe that the most appropriate way to describe the American society is as a melting pot.	29	44	12	1	6	28	17	9	2	14	13	2	20	24	26	13
22. I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching.	32	52	4	1	19	37	7	-	10	17	4	-	29	52	1	-
23. I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds.	28	58	2	-	16	42	5	-	10	20	2	-	18	60	4	-
24. I can explain words such as racism, sexism, ethnicity, multicultural, multilingual.	37	50	1	-	21	42	1	-	15	13	3	-	41	42	1	-
25. I believe that I understand a teacher's role in our society concerning diversity and diversity issues.	35	51	1	-	19	41	3	-	10	21	1	-	33	48	2	-
26. I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home.	18	37	23	8	8	22	29	-	4	13	14	-	16	33	33	3
27. I would prefer teaching in K-12 schools similar to those in which I grew up.	29	46	11	-	4	27	27	4	3	16	10	1	11	33	32	5
28. The cultural diversity of the United States is one of its strengths.	19	58	6	3	17	38	8	-	13	15	3	-	25	57	4	-
29. I can teach from a multicultural perspective.	26	58	3	-	18	38	6	1	13	16	3	-	23	57	1	-

A Survey of Exceptional Needs and Cultural Diversity

Background Information

Please complete the following as each applies to you:

College/University standing:

Freshman _____; Sophomore _____; Junior _____; Senior _____;

Other _____

Teaching level: K-8 _____; 7-12 _____; K-12 _____; Other _____

Major(s): _____

Minor(s): _____

Methods courses completed, including a current methods course if appropriate (check one only):

0-1 _____; 2-3 _____; 4+ _____;

Am currently student teaching: Yes _____ No _____

State: _____

Race/Ethnicity: _____

Please respond to the following items by circling SA, A, D, or SD.

SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree

A. Exceptional Needs

- | | | | | | |
|-----|--|----|---|---|----|
| 1. | Students with learning disabilities (LD) take more time than their non-learning disabled peers to master a specific skill. | SA | A | D | SD |
| 2. | Students who are gifted tend to be easier to work with than students who are not gifted. | SA | A | D | SD |
| 3. | Students with emotional impairments (EI) require more attention and support from the teacher than non-emotionally impaired students. | SA | A | D | SD |
| 4. | Students with EI should be included in regular classrooms for the full day. | SA | A | D | SD |
| 5. | Students who are gifted should be allowed to decide what they will learn in school. | SA | A | D | SD |
| 6. | I think I understand PL94-142. | SA | A | D | SD |
| 7. | I can explain the components of an Individualized Educational Plan (IEP). | SA | A | D | SD |
| 8. | I believe special needs (EI, LD) students should be evaluated differently than regular students. | SA | A | D | SD |
| 9. | I know what an IEP is. | SA | A | D | SD |
| 10. | I feel comfortable developing an appropriate classroom management plan for special needs (EI, LD) students. | SA | A | D | SD |
| 11. | I believe that I could deal with outside influences that affect the implementation of PL94-142. | SA | A | D | SD |
| 12. | I am not comfortable with the idea of having special needs (EI, LD) students in my classroom. | SA | A | D | SD |

(Please continue on the reverse side)

- | | | | | | |
|-----|--|----|---|---|----|
| 13. | I believe my teacher preparation program has provided me with sufficient experiences for working with young people with special needs. | SA | A | D | SD |
| 14. | I can adopt commercial materials to meet the needs of special students. | SA | A | D | SD |
| 15. | I can create instructional plans which meet the developmental and individual needs of special students. | SA | A | D | SD |

B. Cultural Diversity

- | | | | | | |
|-----|--|----|---|---|----|
| 16. | I can describe how a family's culture may influence a multicultural student's attitudes about school. | SA | A | D | SD |
| 17. | I can explain ways in which parents from multicultural backgrounds can be encouraged to participate in the educational process. | SA | A | D | SD |
| 18. | I would feel comfortable teaching in a setting which is culturally and/or ethnically different than mine. | SA | A | D | SD |
| 19. | I believe my teacher preparation program has provided me with sufficient experiences for working with culturally and ethnically diverse populations. | SA | A | D | SD |
| 20. | I can detect biases (both gender and race) in educational materials. | SA | A | D | SD |
| 21. | I believe that the most appropriate way to describe the American society is as a melting pot. | SA | A | D | SD |
| 22. | I understand what I need to do to infuse multicultural and/or cross-cultural material into my teaching. | SA | A | D | SD |
| 23. | I can design instructional approaches to meet the needs of students from ethnically diverse backgrounds. | SA | A | D | SD |
| 24. | I can explain words such as racism, sexism, ethnicity, multicultural, multilingual. | SA | A | D | SD |
| 25. | I believe that I understand a teacher's role in our society concerning diversity and diversity issues. | SA | A | D | SD |
| 26. | I would feel comfortable teaching in schools or regions where English was not the primary language spoken in the home. | SA | A | D | SD |
| 27. | I would prefer teaching in K-12 schools similar to those in which I grew up. | SA | A | D | SD |
| 28. | The cultural diversity of the United States is one of its strengths. | SA | A | D | SD |
| 29. | I can teach from a multicultural perspective. | SA | A | D | SD |

30. Please indicate at least two instructional approaches to teaching special needs students that you learned in your teacher preparation program. (If, to your knowledge, none were taught write "none.")

31. Please indicate at least two instructional approaches to teaching multiculturally that you learned in your teacher preparation program. (If, to your knowledge, none were taught write "none.")
